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ABSTRACT

This study focused on what tenured faculty at a school of education presently do and what they could do to enhance the instructional effectiveness of nontenured faculty. Nontenured instructors and assistant professors (N=142) were asked to respond to open-ended statements on the subject. Responses from 47 nontenured faculty members (33%) indicated that tenured faculty are presently doing a number of things to help their nontenured colleagues, e.g., constancy in work assignments, freedom to determine grading systems, frequent student evaluations. Suggestions on what could be done dealt with such items as emphasizing problem solving and critical thinking, sharing information on resources and research, and sharing evaluation results immediately. It was recommended that academic administrators examine the ideas provided by the nontenured faculty members, encourage study of the ideas at the department level, and provide whatever resources possible to implement suggested practices. The instruments used in the study are appended, and responses are listed by rank order. (JD)

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TENURED FACULTY PRACTICES THAT DO/COULD ENHANCE THE TEACHING EFFECTIVENESS OF NON-TENURED FACULTY

Prepared for: Fifteenth Annual National Conference
National Council of States on Inservice Education
Orlando, Florida
November 16-20, 1990

Submitted by: Dr. John E. (Jack) Whooley
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SP 032 773

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ABSTRACT

Instructional improvement workshop discussions involving tenured and non-tenured faculty indicated that the instructional effectiveness of non-tenured faculty members is affected by the expectations and practices of tenured members. The purpose of this study was to help the university move toward the ideal of teaching excellence by determining what tenured faculty **presently** do and could do to improve the instructional effectiveness of the non-tenured members.

In May, 1990 non-tenured instructors and assistant professors (N=142) were asked to participate in the study by completing the following statements:

A. Presently the tenured faculty in my department **help me** carry out my teaching responsibility most effectively by.....

B. The tenured faculty in my department **could help me** carry out my teaching responsibility most effectively by.....

Forty-seven faculty (33%) responded by providing 45 and 71 usable responses respectively. The same 142 people were asked to indicate on a five point scale their agreement with half of the total number of responses after editing and the creation of alternative forms of the scale.

Participants agreed with 21 of the responses to statement A (47%); they agreed with 56 of the 71 responses to statement B (79%), indicating more agreement with things non-tenured faculty feel could be done by tenured faculty to help their instructional effectiveness than with things perceived as presently being done . The 21 responses agreed with as **presently done** related to work assignment, freedom, performance evaluation, support, sharing, respect collegiality and an emphasis on teacher performance.

The items agreed with in terms of what **could be done** dealt with the following topics: learning emphasis, sharing, evaluation, work assignments, personnel decisions, competencies, discussing teaching, support, environment, curriculum, modeling, professional development, interest in teaching, change, communication, instructional materials, inventory, budget, and interdisciplinary teaching. The fact that some topics appeared in both sets of responses could indicate differences experienced by the non-tenured faculty in various departments.

It was recommended that academic administrators examine the ideas provided by the non-tenured faculty members, encourage that the ideas be studied at the department level, and provide whatever resources possible to implement suggested practices. Further, tenured faculty members at the department level study the perceptions of the non-tenured members to identify helpful practices already in place and those that could be put in place, to enhance the teaching effectiveness of the non-tenured faculty members. Implementing the recommendations would help the university move closer to the teaching excellence ideal.

INTRODUCTION

During recent years tenured and non-tenured faculty from various departments have worked together in a workshop aimed at improving instructional effectiveness. Workshop discussions have indicated that some non-tenured faculty members hesitate to risk their position at the university by instructing in a manner that may not find favor with tenured faculty involved in personnel decisions. One non-tenured faculty member indicated that the alternative instructional modes discussed in the workshop were very appealing, but that deviating from the lecture procedure expected by tenured departmental faculty members placed her at risk. Another member exhibited great anxiety because his grading of student achievement did not conform to the grading curve expectations of the department. Apparently the instructional effectiveness of some non-tenured faculty members is affected by the expectations and practices of a department's tenured members.

PURPOSE OF THE STUDY

Instructional excellence is a university ideal. Becoming aware of what tenured faculty **presently do** and **could do** to enhance the instructional effectiveness of the non-tenured members was seen as a means of moving toward that ideal. The study was intended to provide that information to the university community.

PROCEDURE

An invitation to participate was sent to 142 non-tenured instructors and assistant professors in May, 1990 with a follow-up mailed in June, 1990 (see appendix A). They were asked to provide responses to complete each of the following statements:

A. Presently the tenured faculty in my department **help me** carry out my teaching responsibility most effectively by...

B. The tenured faculty in my department **could help me** carry out my teaching responsibility most effectively by...

Usable responses were returned by 47(33%) faculty members (see appendix A). Responses to each statement were examined for redundancy, clarity and grammatical consistency. Duplicate responses were eliminated; some others were modified but with a concerted effort not to alter the substance of responses.

To carry out the second phase of the study, the 45 responses to statement A were assigned to forms W and X on an odd-even bases; the 71 responses to statement B were so assigned to forms Y and Z. Forms W and Y were sent to one-half of the original population as were forms X and Z, to enhance the probability both of an increased number of respondents and thoughtful responses. Participants were instructed to indicate the extent to which they agreed/disagreed with each of the responses to the two basic statements. (see appendix B).

Usable responses were received as follows: Form W(N=25), X(N=24), Y(N=24), Z(N=23). In each instance returns approximated 33%.

All items on the four forms were scored by adding the values assigned by the respondents. The lower limit value of the "agree" category and the upper limit of the "disagree" category was multiplied by the N value for each form (2.5 x 25 =62.5; 2.5 x 24 = 62.0; 2.5 x 23 = 57.5), to separate responses generally agreed with by the respondents from those not agreed with. The items with scores of 62.5 or higher on form W were deemed agreed with across the respondents; 60 was used for forms X and Y, and 57.5 for form Z.

The responses to statement A (forms W and X) were rank-ordered according to their total scores; the same was done for responses to statement B (forms Y and Z) (see appendix C). To present the items in Tables 1 and 2, two columns were established that approximately divided the top from the bottom fifty percent of the agreed with statements.

RESULTS

Table #1 indicates the nature and the rankings of responses to the statement A, "Presently the tenured faculty in my department **help me** carry out my teaching responsibilities most effectively by..." Table #2 has the same information for responses to the statement B, "The tenured faculty in my department **could help me** carry out my teaching responsibility most effectively by..." Respondents agreed with 21 of the 45 responses to statement A (47%); they agreed with 56 of the 71 responses to statement B (79%). This indicates a greater extent of agreement with things non-tenured faculty suggested could be done to enhance their teaching effectiveness than with things they indicated non-tenured faculty were already doing that enhanced their teaching effectiveness. This suggests disparity in practices across departments, or at least in perceptions of practices.

TABLE 1

RESPONSES AGREED WITH BY TOPIC: STATEMENT A, FORMS W & X

	Items with Rank Order 1-11	Items with Rank Order 12-20
Work assignment	#1	
Freedom	#2, #11	#12, #19
Evaluation	#4, #9	#20
Support	#3, #5, #6, #7	#21
Sharing	#8	#13, #14, #15, #16, #17
Environment	#10	
Teaching emphasis		#18

Note: These 21 terms had at least a 2.5 average (lower limit of "agree" interval) on Forms W & X. Cut off scores on W=62.5(N=25); X=60(N=24)

According to Table #1, the non-tenured respondents indicate that tenured faculty presently help them carry out their teaching responsibility most effectively, in the following ways:

- constancy in work assignment
- freedom to determine grading systems, experiment with teaching techniques, develop course outcomes, and freedom from interference
- frequent student evaluations, fair performance evaluations, and positive peer evaluations
- support through response to questions, positive regard, upholding instructional improvement attempts, and availability
- sharing information on various topics including the university system, the school, the curriculum, and teaching practices
- providing an atmosphere of respect and collegiality
- emphasizing teaching performance

In what ways could tenured faculty help non-tenured faculty carry out their teaching responsibility most effectively? (See Table #2)

- emphasize problem solving and critical thinking rather than rote memory in the teaching-learning processes
- share information on teaching resources, instructional methods, research, and ideas, as well as materials
- extend the evaluation process to all phases of one's teaching responsibilities, and share the results with the faculty members immediately
- emphasize faculty development rather than personnel decisions with evaluation; but conform to clearly stated guidelines, when evaluating for purposes of personnel decisions
- improve the evaluation of effectiveness
- ensure that peers who evaluate are competent to do so
- provide work assignments that are reasonable and equitable focusing on the strengths of faculty and minimizing the number of preparations
- acknowledge the importance of quality teaching
- don't overemphasize research in personnel decisions
- recognize that young/new faculty are current in their areas of expertise and have much to offer; eliminate the attitude that non-tenured faculty are greenhorns in the teaching profession

- discuss teaching with non-tenured faculty; informal discussions of problems, issues, methods, experiences, strategies, ideas, as well as discussions in departmental meetings or special forums

- continue to support non-tenured faculty - though support can be rendered in various ways, helping rather than hindering, accepting invitations to visit the non-tenured members' classes, conferences, and increased availability for consultation were welcomed

- know the background of the non-tenured faculty

- provide a departmental environment that is collegial rather than competitive, fully supportive of academic freedom, pedagogical creativity and intellectual diversity and marked by fairness, openness and humanness

- make possible the development of new curriculum, examine curriculum problems, and establish a sense of curricular scope and sequence

- provide opportunities to observe model teaching and testing sessions, to observe tenured faculty members' classes, and to observe excellent teaching across the campus.

- be better teaching role models, more interested in teaching and instructional innovations, and leaders in developing quality teaching

- furnish orientation and training sessions on teaching, testing, and classroom practices

- establish a structured teaching improvement process and separate it from performance evaluation

- be open to change and new ideas rather than insisting that the "old way" is best

- improve communication between non-tenured and tenured department members

- provide a departmental professional library to upgrade teaching, mentor

- help new faculty understand how their courses fit into the total curriculum and what is to be accomplished in those courses

- modify budgets to increase support sources for teaching

- provide opportunity to teach on interdisciplinary teams

- serve as mentors for the first year or two

TABLE 2

RESPONSES AGREED WITH BY TOPIC: STATEMENT B, FORMS Y & Z

	Stems with Rank Order 1-26	Stems with Rank Order 29-55.5
Learning emphasis	#1	
Sharing	#2, #9, #11	#32, #36
Evaluation	#3, #13, #18, #20	#37, #42, #48, #55, #56
Work assignments	#4, #8, #16	
Personnel decisions	#5	
Competence	#6	#43
Discussing teaching	#7, #10, #15, #22	#53
Support	#12, #17	#41, #47, #50
Environment	#14, #23	#30, #31, #34
Curriculum	#19	#29, #39
Modeling	#21, #27	#40, #52
Development process	#24	#38
Interest in teaching	#25	#44
Change	#26	#28
Communication		#35
Materials		#39
Mentoring		#46
Orientation		#45, #49
Budget		#51
Interdisciplinary teaching		#54

Note: These 56 terms had at least a 2.5 average (lower limit of "agree" interval) on Forms Y & Z. Cut off score on Y=60(N=24); Z=57.5(N=23).

Responses of the non-tenured faculty members indicate that tenured faculty are doing a number of things that enhance the teaching effectiveness of the non-tenured; their responses suggest many things that yet could be implemented at the department level to further enhance that teaching effectiveness.

RECOMMENDATIONS

Teaching excellence is a university ideal. One means of moving toward that ideal is for faculty members to help each other become maximally effective. The non-tenured faculty members participating in this study have shared with the academic community their perceptions not only of what the tenured faculty presently do to help them teach most effectively, but also what the tenured faculty could do toward that end. This leads to the following recommendations.

- academic administration examine the ideas provided by non-tenured faculty members, encourage that they be studied at the department level, and provide whatever resources possible, to implement practices suggested by the study.
- tenured faculty members at the department level study the perceptions provided by non-tenured faculty members, to identify helpful practices already in place and those that could be put in place, to enhance the teaching effectiveness of the non-tenured faculty members.

Implementing the recommendations should help the university move closer to the ideal of teaching excellence.

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APPENDIX A

STUDY: PHASE ONE

INVITATION TO PARTICIPATE

UNIVERSITY OF WISCONSIN-EAU CLAIRE
EAU CLAIRE, WI 54702-4004

School of Education
Dean's Office
Associate Dean's Office
(715) 836-3671

May 29, 1990

Dear Sir or Madam:

RE: **Participation in a study dealing with the practices of departmental tenured faculty members that affect the teaching effectiveness of non-tenured instructors and assistant professors.**

I'm asking for a few minutes of your time in my role as faculty member, not administrator. As many of you know, I have presented a workshop titled "Targeted Instruction" for faculty members on the UWEC campus for many years. This present inquiry grows out of my concern for teaching effectiveness on our campus.

Presently your help is sought to identify practices of tenured faculty (peers, personnel committees, chairperson) that help or that could help you in carrying out your teaching responsibility most effectively. (Concern: teaching responsibility, not scholarly activity, service or advising.) Please respond to the items on the attached page as accurately and as briefly as possible by completing the incomplete statements. There is no obligation to participate in this study. Your participation, however, will help provide the more complete picture at UWEC. Participation should be risk-free as all information will be treated with complete anonymity - no indication of name, sex, age, degree, departmental or school affiliation will be included in the final report. Participants will be identified simply as non-tenured instructors and assistant professors employed at UWEC during the academic year 1989-90.

Your responses will be collated into a rating instrument and returned to this entire population for purposes of rating the importance of each item. The study will provide an opportunity to identify both the practices of tenured departmental personnel that presently help you carry out your teaching responsibilities, and the practices you feel could help you carry out the teaching responsibilities most effectively, were they in place. The final product will be shared with the chancellor and vice chancellor; hopefully they will share it with deans, chairs, and faculty. The purpose of the study is to help created a climate that will nurture the most effective exercise of teaching effectiveness by non-tenured faculty. The final product will also be shared with others through professional conferences or publications. Through participation in the study you will be able to contribute to the teaching climate at UWEC and elsewhere.

This has been approved by the University of Wisconsin-Eau Claire Institutional Review Board for the Protection of Human Subjects. If you have questions or

concerns about your participation in this study, please contact Chair Dr. Ronald N. Satz, Institutional Review Board for the Protection of Human Subjects, University of Wisconsin-Eau Claire, Eau Claire, WI 54702, (715) 836-2761. Returning the completed questionnaire to me will constitute informed consent giving me permission to use the information obtained from the questionnaire in my study.

If you need additional information, call me at 836-3671 and indicate your desire to discuss the study.

Although your participation is voluntary and not mandatory, your cooperation and participation is vital. Please return the attached page to me in the enclosed envelope. THANK YOU FOR YOUR COOPERATION.

Sincerely,

John E. (Jack) Whooley

John E. (Jack) Whooley

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Please complete each of the statements below. Limit yourself to four or less significant reponses to each statement. Writing each response as a grammatically correct completion of the statement will help ensure the inclusion of your thoughts in the study.

A. Presently the tenured faculty in my department help me carry out my teaching responsibility most effectively by

1.

2.

3.

4.

B. The tenured faculty in my department could help me carry out my teaching responsibility most effectively by

1.

2.

3.

4.

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June 15, 1990

On May 29th a request for information was sent to you regarding practices of tenured faculty that do/or could help non-tenured faculty carry out their teaching responsibility.

If you have completed and returned it, thank you. If not, please do so today. Your participation will ensure the most complete picture of such practices at UWEC, and hopefully a fuller implementation of helpful practices across campus.

If you did not receive the request, or if it was misplaced, please call 836-2281 for a copy. It will be sent immediately.

Jack Whooley
Brewer 153
UWEC

APPENDIX B

STUDY: PHASE TWO

REQUEST TO REACT TO INITIAL RESPONSES

UNIVERSITY OF WISCONSIN-EAU CLAIRE
EAU CLAIRE, WI 54702-4004

School of Education
Dean's Office
Associate Dean's Office
(715) 836-3671

August 15, 1990

TO: Faculty who served as non-tenured instructors and assistant professors at UWEC during the 1989-90 school year.

FROM: Dr. Jack Whooley, Researcher Jack Whooley

RE: **The second phase of participation in a study of practices affecting teaching effectiveness**

On 5/29/90 I asked for your participation is a study that should be of value to this and other campuses. The study is concerned with determining the practices of tenured faculty that do or could affect the teaching effectiveness of non-tenured instructors and assistant professors. You were asked to 1) indicate things that tenured faculty presently do, and 2) things they could do, to help you carry out your teaching responsibility most effectively. Thanks very much for your responses to my request.

Presently I am asking you to indicate your agreement with the responses the group provided. You are asked to react to only half of the total responses, because of the great number of responses. Note that your form W or X lists things some member(s) of your group indicated tenured faculty were presently doing to aid teaching effectiveness; forms Y or Z list things some member(s) of your group indicated tenured faculty could do to aid the teaching effectiveness of the non-tenured instructors and assistant professors.

Your participation in this study will be very much appreciated. Please proceed according to the directions on the following page. Your responses will be anonymous. *PLEASE RETURN YOUR MATERIALS BY AUGUST 27, 1990.*

Thanks very much.

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DIRECTIONS: Indicate the extent to which you agree/disagree with each of the statements on the following two forms, according to the following key:

STRONGLY AGREE	= 4
AGREE	= 3
DISAGREE	= 2
STRONGLY DISAGREE	= 1
OTHER	= 0

Please respond to each statement.

Remember to orient to the responses by carefully reading the incomplete statement preceeding the responses. The incomplete statement for:

Forms W: emphasizes what tenured faculty <u>presently do</u>
Forms Y: emphasizes what tenured faculty <u>could do</u>

FORM W

A. Presently the tenured faculty in my department <u>help me</u> carry out my teaching responsibility most effectively by

____1. helping me identify appropriate content for courses that I am teaching.
____2. modeling effective teaching.
____3. sharing resources (texts, media, syllabi, etc.)
____4. answering my questions about grading students.
____5. letting me know about teaching workshops and supporting my applications to them.
____6. limiting the number of preparations during initial teaching years.
____7. writing fair performance evaluations.
____8. critiquing presentations.
____9. providing information on local, state, and national associations and introducing me to individuals in these organizations.
____10. listening to my disagreements with them about pedagogy and curriculum.
____11. acting as a sounding board for new ideas.
____12. sharing information they know will be of interest or value in my teaching.
____13. respecting my desire to maintain a parallelism between my academic activities and the content I teach.
____14. promoting an atmosphere of mutual respect and collegiality.
____15. helping me understand the university system and how to get things done within the system.
____16. providing historical perspective on school and curriculum.
____17. allowing me to teach the same course for several semesters.
____18. referring interested/appropriate students to my classes.
____19. being interested in my ideas and teaching philosophy.
____20. allowing me to determine a grading system for my courses.
____21. supporting my attempts to improve my instruction.
____22. making me feel like an asset to the department.
____23. they do <u>not</u> help.

B. **The tenured faculty in my department could help me carry out my teaching responsibility most effectively by**

____1. establishing clear guidelines for DPC evaluations.
____2. doing a better job of evaluating my effectiveness (DPC).
____3. using the evaluation process as a growth process as opposed to a personnel decision process.
____4. visiting a class when requested to do so by a faculty member. feedback.
____5. conducting model teaching and testing sessions I can observe.
____6. conducting "brown-bag" or other forums for the discussion of teaching methods, experiences, etc.
____7. using some departmental meeting time or setting aside meeting time to discuss teaching methods, ideas, etc.
____8. sharing resource materials, ideas and research findings.
____9. providing information on teaching resources
____10. creating a climate of fairness, openness and humaneness in the department, by following the personnel rules of the Faculty Handbook.
____11. creating an environment that more fully supports academic freedom.
____12. minimizing the number of preparations for new faculty.
____13. providing reasonable and equitable work assignments.
____14. being better role models.
____15. co-teaching classes with us.
____16. sharing materials that they use in courses we both teach.
____17. requiring conferences with non-tenured member at least once a year to discuss all phases of responsibility.
____18. making sure that peers who evaluate teaching are competent to do so.
____19. continuing to be supportive.
____20. eliminating the attitude that non-tenured faculty are "greenhorns" in the teaching profession.
____21. providing for the inclusion of new theoretical curriculum developments
____22. establishing general expectations about what material needs to be taught and what skills need to be developed in lower level courses as preparation for higher level courses.
____23. being more interested in teaching and instructional innovations.
____24. being open to new ideas and change.
____25. showing more enthusiasm for their job.
____26. providing clearer policies regarding syllabi, grading, etc.
____27. not forcing multiple choice testing in the department, because of their laziness.
____28. providing orientation and training sessions on how to teach our field, how to test, tips, helpful practices, etc.
____29. discussing salient characteristics of students (majors).
____30. acknowledging the importance of quality teaching in personal decisions, not overemphasizing research.
____31. emphasizing problems-solving and critical thinking rather than rote memorization in teaching/learning.
____32. assisting more with textbook selection.
____33. orienting me to the various sources of advice.
____34. sharing observations of my teaching immediately.
____35. having a structured teaching improvement process apart form performance evaluation.

UNIVERSITY OF WISCONSIN-EAU CLAIRE
EAU CLAIRE, WI 54702-4004

School of Education
Dean's Office
Associate Dean's Office
(715) 836-3671

August 15, 1990

TO: Faculty who served as non-tenured instructors and assistant professors at UWEC during the 1989-90 school year.

FROM: Dr. Jack Whooley, Researcher Jack Whooley

RE: **The second phase of participation in a study of practices affecting teaching effectiveness**

On 5/29/90 I asked for your participation is a study that should be of value to this and other campuses. The study is concerned with determining the practices of tenured faculty that do or could affect the teaching effectiveness of non-tenured instructors and assistant professors. You were asked to 1) indicate things that tenured faculty presently do, and 2) things they could do, to help you carry out your teaching responsibility most effectively. Thanks very much for your responses to my request.

Presently I am asking you to indicate your agreement with the responses the group provided. You are asked to react to only half of the total responses, because of the great number of responses. Note that your form W or X lists things some member(s) of your group indicated tenured faculty were presently doing to aid teaching effectiveness; forms Y or Z list things some member(s) of your group indicated tenured faculty could do to aid the teaching effectiveness of the non-tenured instructors and assistant professors.

Your participation in this study will be very much appreciated. Please proceed according to the directions on the following page. Your responses will be anonymous. *PLEASE RETURN YOUR MATERIALS BY AUGUST 27, 1990.*

Thanks very much.

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DIRECTIONS: Indicate the extent to which you agree/disagree with each of the statements on the following two forms, according to the following key:

STRONGLY AGREE	= 4
AGREE	= 3
DISAGREE	= 2
STRONGLY DISAGREE	= 1
OTHER	= 0

Please respond to each statement.

Remember to orient to the responses by carefully reading the incomplete statement preceeding the responses. The incomplete statement for:

Forms X: emphasizes what tenured faculty <u>presently do</u>
Forms Z: emphasizes what tenured faculty <u>could do</u>

FORM X

A. Presently the tenured faculty in my department <u>help me</u> carry out my teaching responsibility most effectively by

____1. assisting with writing test questions.
____2. occasionally observing and commenting.
____3. talking with me about how the courses I teach relate to those they teach.
____4. sharing their techniques and practices.
____5. participating in organized "idea exchange" sessions.
____6. evaluating my teaching through peer evaluation.
____7. conducting student evaluations each semester.
____8. providing me feedback after evaluating my teaching.
____9. collaborating with me on teaching projects/assignments.
____10. being available for one-on-one consultation about courses.
____11. helping me out when I have questions or problems.
____12. not interfering in how I conduct my courses - "benign neglect".
____13. providing helpful information when dealing with difficult student situations.
____14. orienting me to courses as a faculty member new to those courses.
____15. serving as coordinators of large courses.
____16. referring me to non-departmental sources of help.
____17. placing an emphasis on teaching performance.
____18. helping with logistics and supplies.
____19. allowing me to freely develop course objectives and goals.
____20. giving me the freedom to experiment with various teaching techniques.
____21. writing positive peer observations that acknowledge my strengths.
____22. asking my advice on teaching matters.

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B. **The tenured faculty in my department <u>could help me</u> carry out my teaching responsibility most effectively by**

____1. allowing faculty members to see evaluations of class visits.
____2. evaluating me in all my teaching settings (e.g. lab as well as lecture)
____3. providing feedback based on observations of my teaching.
____4. creating an environment that more fully supports intellectual diversity.
____5. observing and assessing me in all my courses, not just one or two.
____6. discussing with me the goals for courses I am assigned to teach.
____7. being more available to discuss teaching concerns informally.
____8. providing a professional library of materials to continually upgrade teaching.
____9. providing a collegial rather than a competitive environment.
____10. encouraging discussion of teaching problems and issue.
____11. recognizing that young/new faculty have much to offer in the way of new ideas and current thinking in our areas of expertise.
____12. focusing on the strengths of faculty when establishing assignments.
____13. presenting in our classes to model effective teaching.
____14. arranging for us to observe excellent teaching across campus.
____15. allowing us to work on interdisciplinary teams to learn from one another.
____16. having people who teach the same course share ideas and concerns.
____17. sharing methods of presenting certain material found to be effective.
____18. changing with the times rather than insisting the "old way" is the best.
____19. knowing the background of non-tenured faculty.
____20. writing more explicit outlines for new faculty to lecture from.
____21. being open about curricular problems detected by faculty.
____22. describing how the courses I teach fit into the total curriculum.
____23. enhancing their own leadership role in developing quality teaching.
____24. providing guidance in how to effectively teach in a clinical setting.
____25. supporting budgetary changes which will increase support services for teaching.
____26. serving as mentors for our first year or two.
____27. becoming more familiar with current practices in the clinical setting.
____28. helping me become a more involved departmental member.
____29. helping rather than hindering my work.
____30. realizing there is a difference between effective teaching and talking.
____31. improving the communication between tenured and non-tenured faculty.
____32. discussing various methods of handling attendance problems.
____33. inviting me to observe their classes.
____34. meeting informally but regularly to discuss classroom strategies that do and don't work.
____35. creating an environment that more fully supports pedagogical creativity.
____36. everything that can be done is being done.

UNIVERSITY OF WISCONSIN-EAU CLAIRE
EAU CLAIRE, WI 54702-4004

School of Education
Dean's Office
Associate Dean's Office
(715) 836-3671

SECOND REQUEST

August 15, 1990

TO: Faculty who served as non-tenured instructors and assistant professors at UWEC during the 1989-90 school year.

FROM: Dr. Jack Whooley, Researcher Jack Whooley

RE: **The second phase of participation in a study of practices affecting teaching effectiveness**

On 5/29/90 I asked for your participation in a study that should be of value to this and other campuses. The study is concerned with determining the practices of tenured faculty that do or could affect the teaching effectiveness of non-tenured instructors and assistant professors. You were asked to 1) indicate things that tenured faculty presently do, and 2) things they could do, to help you carry out your teaching responsibility most effectively. Thanks very much for your responses to my request.

Presently I am asking you to indicate your agreement with the responses the group provided. You are asked to react to only half of the total responses, because of the great number of responses. Note that your form W or X lists things some member(s) of your group indicated tenured faculty were presently doing to aid teaching effectiveness; forms Y or Z list things some member(s) of your group indicated tenured faculty could do to aid the teaching effectiveness of the non-tenured instructors and assistant professors.

Your participation in this study will be very much appreciated. Please proceed according to the directions on the following page. Your responses will be anonymous. *PLEASE RETURN YOUR MATERIALS BY AUGUST 27, 1990.*

Thanks very much.

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PLEASE RETURN THE COMPLETED INSTRUMENT BY 9/19/90 (MONDAY), IF YOU HAVE NOT DONE SO. IF YOU MISPLACED THE MATERIALS, GEORGIA WILL SEND A SECOND COPY (ph 2281). THANKS FOR ATTENDING TO MY REQUEST.

Jack

APPENDIX C

RANK ORDER OF AGREED WITH RESPONSES TO:*

STATEMENT "A" FORMS W(N=25), X(N=24)

STATEMENT "B" FORMS Y(N=24), Z(N=23)

*CUT-OFF SCORES: FORMS W=62.5, X=60, Y=60, Z=57.5

RANK ORDER OF AGREED WITH RESPONSES TO STATEMENT "A":
SOURCES FORMS W (N=25) AND X (N=24)

A. Presently the tenured faculty in my department help me carry out my teaching responsibility most effectively by

Item#	Form Item#	RO	
1	W17	1.0	allowing me to teach the same course for several semesters.
2	W20	2.0	allowing me to determine a grading system for my courses.
3	W4	3.0	answering my questions about grading students.
4	X7	4.5	conducting student evaluations each semester.
5	X11	4.5	helping me out when I have questions or problems.
6	W22	6.0	making me feel like an asset to the department.
7	W21	7.5	supporting my attempts to improve my instruction.
8	W12	7.5	sharing information they know will be of interest or value in my teaching.
9	W7	9.0	writing fair performance evaluations.
10	W14	10.0	promoting an atmosphere of mutual respect and collegiality.
11	X20	11.0	giving me the freedom to experiment with various teaching techniques.
12	X12	12.0	not interfering in how I conduct my courses - "benign neglect".
13	W11	13.5	providing helpful information when dealing with difficult student situations.
14	X13	13.5	acting as a sounding board for new ideas.
15	W15	15.5	helping me understand the university system and how to get things done within the system.
16	W16	15.5	providing historical perspective on school and curriculum.
17	X4	17.0	sharing their techniques and practices.
18	X17	18.0	placing an emphasis on teaching performance.
19	X19	20.0	allowing me to freely develop course objectives and goals.
20	X21	20.0	writing positive peer observations that acknowledge my strengths.
21	X10	20.0	being available for one-on-one consultation about courses.

RANK ORDER OF AGREED WITH RESPONSES TO STATEMENT "B":
SOURCES FORMS Y (N=24) AND Z (N=23)

B. The tenured faculty in my department could help me carry out my teaching responsibility most effectively by

Item #	Form Item#	RO	
1	Y31	1.0	emphasizing problem-solving and critical thinking rather than rote memorization in teaching/learning.
2	Y9	2.0	providing information on teaching resources.
3	Y3	3.0	using the evaluation process as a growth process as opposed to a personnel decision process.
4	Y13	5.0	providing reasonable and equitable work assignments.
5	Y30	5.0	acknowledging the importance of quality teaching in personnel decisions, not overemphasizing research.
6	Z11	5.0	recognizing that young/new faculty have much to offer in the way of new ideas and current thinking in our areas of expertise.
7	Z10	8.5	encouraging discussion of teaching problems and issue.
8	Z12	8.5	focusing on the strengths of faculty when establishing assignments.
9	Z17	8.5	sharing methods of presenting certain material found to be effective.
10	Y6	8.5	conducting "brown-bag" or other forums for the discussion of teaching methods, experiences, etc.
11	Y8	12.0	sharing resource materials, ideas and research findings.
12	Y19	12.0	continuing to be supportive.
13	Z3	12.0	providing feedback based on observations of my teaching.
14	Z9	15.0	providing a collegial rather than a competitive environment.
15	Z34	15.0	meeting informally but regularly to discuss classroom strategies that do and don't work.
16	Y12	15.0	minimizing the number of preparations for new faculty.
17	Y17	18.0	requiring conferences with non-tenured member at least once a year to discuss all phases of responsibility.
18	Y18	18.0	making sure that peers who evaluate teaching are competent to do so.
19	Y21	18.0.	providing for the inclusion of new theoretical curriculum developments.
20	Y1	22.0	establishing clear guidelines for DPC evaluations.
21	Y5	22.0	conducting model teaching and testing sessions I can observe.
22	Y7	22.0	using some departmental meeting time or setting aside meeting time to discuss teaching methods, ideas, etc.
23	Y11	22.0	creating an environment that more fully supports academic freedom.
24	Y35	22.0	having a structured teaching improvement process apart form performance evaluation.
25	Y23	26.0	being more interested in teaching and instructional innovations.
26	Y24	26.0	being open to new ideas and change.
27	Z33	26.0	inviting me to observe their classes.
28	Z18	29.0	changing with the times rather than insisting the "old way" is the best.
29	Z21	29.0	being open about curricular problems detected by faculty.
30	Z35	29.0	creating an environment that more fully supports pedagogical creativity.
31	Z4	32.0	creating an environment that more fully supports intellectual diversity.
32	Y16	32.0	sharing materials that they use in courses we both teach.

33	Y22	32.0	establishing general expectations about what material needs to be taught and what skills need to be developed in lower level courses as preparation for higher level courses.
34	Y10	34.5	creating a climate of fairness, openness and humaneness in the department, by following the personnel rules of the Faculty Handbook.
35	Z31	34.5	improving the communication between tenured and non-tenured faculty.
36	Z16	36.5	having people who teach the same course share ideas and concerns.
37	Y2	36.5	doing a better job of evaluating my effectiveness (DPC).
38	Y28	38.5	providing orientation and training sessions on how to teach our field, how to test, tips, helpful practices, etc.
39	Z8	38.5	providing a professional library of materials to continually upgrade teaching.
40	Z14	40.0	arranging for us to observe excellent teaching across campus.
41	Z4	42.0	visiting a class when requested to do so by a faculty member.
42	Y34	42.0	sharing observations of my teaching immediately.
43	Y20	42.0	eliminating the attitude that non-tenured faculty are "greenhorns" in the teaching profession.
44	Z23	45.0	enhancing their own leadership role in developing quality teaching.
45	Z22	45.0	describing how the courses I teach fit into the total curriculum.
46	Z26	45.0	serving as mentors for our first year or two.
47	Z29	49.0	helping rather than hindering my work.
48	Z2	49.0	evaluating me in all my teaching settings (e.g. lab as well as lecture)
49	Z6	49.0	discussing with me the goals for courses I am assigned to teach.
50	Z19	49.0	knowing the background of non-tenured faculty.
51	Y25	49.0	supporting budgetary changes which will increase support services for teaching.
52	Z14	52.0	being better role models.
53	Z7	53.5	being more available to discuss teaching concerns informally.
54	Z15	53.5	allowing us to work on interdisciplinary teams to learn from one another.
55	Z1	55.5	allowing faculty members to see evaluations of class visits.
56	Z5	55.5	observing and assessing me in all my courses, not just one or two.